Class 3 (Y4, 5 & 6) – Year A

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic theme	The World (Geography)	Elizabethan England (History)	Animal classification (Science)	The Blitz (History)	Fair Trade (Geography)	Ancient Egypt (History)
Enquiry question	Where do we want to go?	What made Britain great?	What are we?	What causes us to change?	Are things fair?	What do we owe the Ancient Egyptians?
Writing	Narrative: Kensuke's Kingdom by Michael Morpurgo Non-fiction: Persuasive Text – Travel Brochure	Narrative: Macbeth by William Shakespeare Poetry: Midsummer Night's Dream by William Shakespeare	Narrative: The Hobbit by J.R.R Tolkien Non-fiction: Noon-chronological report - Species	Narrative: Friend or Foe by Michael Morpurgo Poetry: Midsummer Night's Dream by William Shakespeare	Narrative: The Arrival by Shaun Tan Non-fiction: Persuasion – Can we farm sustainably?	Narrative: Secrets of a Sun King by Emma Carroll Poetry: Narrative poems
Maths	Place Value Four Operations	Four Operations Fractions Converting Units	Multiplication and Division Ratio Algebra Fractions, decimals and percentages	Fractions, decimals and percentages Perimeter, area and volume Statistics	Shape Position and direction Decimals	Decimals Negative numbers Converting units Volume
Geography/ History	**Geography** • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	**History** • the lives of significant individuals in the past who have contributed to national and international achievements • Cycle 1 - Changes in Britain from the Stone Age to the Iron Age • Cycle 2 - the Roman Empire and its impact on Britain	**Geography** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Describe and understand key aspects of the physical geography within North and South America, including: climate zones and biomes: North America – tropical, dry, temperate, continental and polar; South America – tropical, temperate, arid and cold vegetation belt: North America – tundra, boreal forest, deciduous forest, subtropical, grasslands, desert, rainforest; South America – Rain forest, desert, and savanna extreme events: North America – volcanoes, earthquakes, hurricanes, flash floods, cyclones; South America – floods, tsunamis, hurricanes, volcanoes, earthquakes	**History** • the lives of significant individuals in the past who have contributed to national and international achievements • Cycle 1 - Britain's settlement by Anglo-Saxons and Scots • Cycle 2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a significant turning point in British history - World War 1	**Geography** • Describe and understand key aspects of the human geography within North and South America, including: types of settlement: North America – urban, rural, isolated; South America – urban, rural, dispersed land use: North America – forest, shrubland, agriculture, grassland; South America – pasture, cropland, plantation trade links: North America – gas, petrol, other fuel, cars, vehicle parts; South America – agriculture (sugar, coffee, tobacco) natural resources: North America – coal, bauxite, copper, iron; South America – minerals (gold, iron, copper), gems, titanium Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a North or South America.	**History** • the lives of significant individuals in the past who have contributed to national and international achievements • Cycle 1 - the achievements of the earliest civilizations - Ancient Egypt • Cycle 2 - the achievements of the earliest civilizations – The Shang Dynasty of Ancient China
	Human Geography	Cause and effect	Physical Geography	Cause and effect	Human Geography	Perspectives

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Science	**Materials** • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Properties and changes of materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **Electricity** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and the strength of the vibrations that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases **Earth and space** • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Light** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Animals** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things **Living things and their habitats** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some animals • describe the life process of reproduction in some plants **Animals** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics	**Plants** • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals, including humans** • describe the changes as humans develop to old age **Evolution and inheritance** • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**Animals, including humans** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey **Animals, including humans** • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	**Electricity** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors **Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect **Animals, including humans** • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans

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PSHE	**TEAM/VIPs** Together Everyone Achieves More Communicate Compromise and Collaborate/ It's OK to disagree Care/ People We Love Unkind Behaviour/Think Before You Act You Decide Secrets/False Friends	**Diverse Britain** Identities Communities Respecting the Law Local Government National Government Making a Difference	**Digital Wellbeing** My Digital Life Staying Safe, Happy and Healthy Online Online Relationships Social Media Saying No to Online Bullying Fake News	**Think Positive** The Cognitive Triangle Thoughts are not Facts Face your Feelings Choices and Consequences Being Present Yes, I can!	**Aiming High** You can Achieve Anything Breaking Down Barriers Future Focus Equal Opportunities The World of Work Onward and Upwards	**Growing and Changing** Changing bodies Changing emotions Just the way you are Relationships Let's talk about sex Human Reproduction
Art/DT	Art - Colour	DT – Mechanical systems for example, gears, pulleys, cams, levers and linkages	Art - Draw	DT – Structures How to strengthen, stiffen and reinforce more complex structures	Art – 3D form and perspective	DT – Food Technology
RE	Why is The Torah so important to Jewish people?	Creation and Science: Conflicting or complimentary?	Why do Christians believe Jesus is the Messiah?	What do Christians believe Jesus did to 'save people'?	What does it mean to be a Muslim in Britain today?	For Christians, what kind of 'King' is Jesus?
Computing	Switched on Computing					
	4.2 We are makers (Computer Science: Coding)	4.6 We are meteorologists (Information Technology: Data)	6.4 We are connected (Digital Literacy: Online Safety)	5.1 & 4.1 We are game / software developers (Computer Science: Coding)	5.5 We are adventure gamers (information Technology: Media)	5.2 & 6.2 We are computational thinkers & cryptographers (Computer Science: Computational thinking)
Music	Charanga - Listen & appraise, musical activities, perform & share					
	5.1 Livin' on a prayer	5.2 Classroom Jazz 1	5.3 Make you feel my love	5.4 The Fresh Prince of Bel Air	5.5 Dancing in the Street	5.6 Reflect, rewind and replay
PE	OAA – Problem solving Tag rugby	HRE Basketball	Wild Tribe Gymnastics	Dodgeball Dance	Tennis Athletics	Cricket / Athletics Wild Tribe